



FAQ

1. My student cannot pass AZELLA; can they be exempt?

Students do not pass or fail AZELLA. The proficiency score is used to determine if the student has a need for English language acquisition services. The detailed proficiency scores the student receives should be used for instructional planning.

2. My student is non-verbal and cannot take AZELLA, do they have to take AZELLA?

All students with a Home Language Survey indicating a language other than English will take AZELLA. If the student is non-verbal, a communication system should be in place. The purpose of AZELLA is to determine if there is an English language acquisition need, which is why any non-verbal student should be assessed.

Examples of communication systems: letter board/cards, Picture Exchange Communication System (PECs), Programmable Voice-out Device

3. Why are my dual labeled students taking longer to become proficient?

Research shows that dual labeled students take longer to demonstrate proficiency due to their complex needs of language and their disability. The same high expectations should be maintained for all students, with an understanding that ELs with disabilities may require more time to attain proficiency.

4. The IEP Team has determined that a dual labeled student does not have to take the AZELLA.

The IEP team does not have the authority to make decisions that overrule any other state and federal EL policy, i.e., AZELLA, SEI Models, etc.

5. When must a student be exited from EL status for ESEA purposes? An EL must be exited from EL status for ESEA purposes (i.e., for purposes of Title I and Title III requirements) when the student satisfies the State's standardized statewide exit procedures.

This requirement applies to an EL with a disability as well. Arizona's standardized statewide exit procedures require that an EL student demonstrate proficiency on the AZELLA. There are currently no additional exit procedures. Therefore, all ELs, including ELs with disabilities, must demonstrate proficiency on the AZELLA in order to be exited from EL services.

6. Who should be a part of the development of an Individualized Education Program (IEP) for a student that is dual labeled (special education and EL)?

This is a collaborative effort, there is not one single person responsible for writing a student's IEP. When developing Present Levels of Academic Achievement and Functional Performance (PLAAPF), goals and objectives,

and Assessment determination, classroom teachers, case managers, an expert in English Language Instruction and second language acquisition in placement decisions under the IDEA and Section 504, and parents should be collaborating and part of the IEP. Each member of the IEP team brings a lens that is important and should be considered to ensure that the whole child is being addressed.

7. What are key components of a student's ILLP that also has an IEP?

A key component of a student's ILLP is to address a student's communication and language needs through the following Domains: Listening, Speaking, Reading and Writing. An ILLP should include the Performance Indicators and English Language Proficiency Standards, it doesn't hurt to "duplicate" in both an ILLP and IEP a student's need in the area of language and communication, accommodations and supports.

OELAS Reference ILLP 2019: <https://cms.azed.gov/home/GetDocumentFile?id=5cc0dca81dcb25081407192c>

For students who have dual labels (English learners with disabilities), the Individualized Education Program (IEP) details the range of student needs, including those of language acquisition, with the goal of holding these students to the same high standards as native English-speaking students. The IEP will describe the student's present levels of performance in both language and academic areas, then specify the programming necessary to meet the student's specific needs. (See page 29 of Dear Colleague, 2015)

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

8. How is the AZELLA administered for a student that is deaf and/or blind?

ADE has created additional guidance to administer the AZELLA to deaf and or blind students.

<https://cms.azed.gov/home/GetDocumentFile?id=590256671130c01e2cdd99ed>